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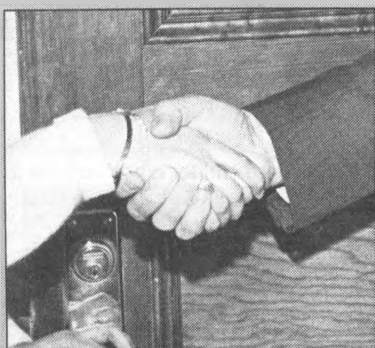
Maine Perspective

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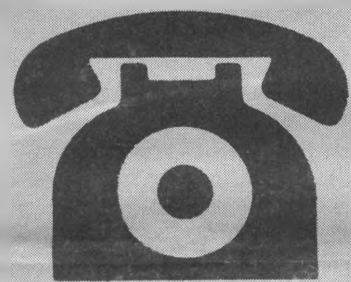
A PUBLICATION FOR THE UNIVERSITY OF MAINE

DECEMBER 8, 1989

In Perspective



To Those Who Serve
page 2



Dialing for Dollars
page 3



**How the Other
Half Lives**
pages 4-5



Environmental Literacy
page 6

Led by UM'S Bruce Sun

Chinese Economists Harbor Hope for Reform

Calls for economic reform are resounding in the Eastern Bloc and Soviet Union, bringing about monumental changes. Those same cries were heard in China before the crackdown on the Pro-Democracy Movement in June.

Today the voices in China have been suppressed, but the demands for reforms are by no means dead. Among those keeping the hope alive is the Chinese Young Economists Society.

Bruce Sun, president and board of directors chair of the Society, and University of Maine assistant professor of Business Administration, said the massacre at Tiananmen Square has "shattered China's reforms of 10 years." It

marks a turning point for both contemporary China and the Chinese Young Economists Society, wrote Sun in the Society's newsletter.

The Chinese Young Economist Society is a professional association formed in New York in 1985 to advance and enhance scholarly exchanges with the world and promote reforms in China. Its membership of almost 350 includes Chinese scholars and students of economics, business, law, science and other disciplines living in the United States and abroad. Some world-class scholars, including Nobel Laureates Herbert Simon and Kenneth Arrow, serve on its advisory board.

The Society sponsors annual

conferences, symposia and a number of publications, including the *Forum of Chinese Young Economists*, a quarterly for circulation among members, and *China Economic Review*, an international journal with English and Chinese editions. "We must keep our voice to spread truth and knowledge, and to promote reforms within any feasible manner," said Sun.

Sun's career is a reflection of the open-door policy that China adopted in the last decade. A Shanghai native, he was admitted to the master's program of international finance in 1979 as a "first-generation" graduate student learning the Western style of doing business. It was the open-door

continued on page 2

Patient Volume Up at Cutler Health Center

While other comparable college and universities are consolidating, closing or otherwise restricting their health services due to shortages of help and higher costs, the University of Maine's student health programming is growing.

According to Dr. Mark Jackson, director of Cutler Health Center, longer hours, more and different services and a "no appointment necessary" policy are contributing to increased demand and utilization.

"The barriers are down," said Jackson, "and it's showing up in the numbers."

Overall, the number of visits at Cutler Health Center was up 4 percent over last September "even before word got around about the emphasis on walk-in service," said Jackson. In October, visits from new and repeat patients increased 24 percent, while the number of different individuals seen was up 26 percent, both from the year before. In November, average daily patient volume was up 25 percent over last year.

Jackson said he expects the trend to continue because "students continue to report increased satisfaction with our services and enjoy the positive and friendly interactions with our staff."

Currently, Cutler Health Center is open for walk-in visits to a doctor, nurse, physician's assistant or nurse practitioner 8 a.m.-4:30 p.m. Evening clinic service is available 4:30-9 p.m. on the Gannett Hall side of the facility. The services provide basic support without laboratory or X-ray services. (The Health Center is evaluating the need for additional support for X-ray service during these hours.)

Formerly, clinic services were primarily on an appointment basis, and are still the preferred arrangement, especially for follow-up and continuing treatment. Despite some staff shortages and increased volume, the waiting period is very brief and efforts are under way to reduce it further, Jackson said.

The infirmary is open to all students 24 hours a day as "a place to go and be sick in peace, with few questions asked and at no cost (except for meals not covered by the UM meal plans)," according to Jackson. Formerly the charge was \$100 a day. The infirmary also is a place of refuge for those students with transient personal or social problems, including a death in the family, or a near or threatened assault, said Jackson.

continued on page 6



University of Maine student Tom Vecchioli takes part in a "Trash Sort" held in front of the Memorial Union as part of the University of Maine Recycling Week. The Trash Sort was sponsored by CRI - Campus Recycling Initiative, a student group organized this fall to promote awareness of the waste problem on campus and educate people about what can be done. Group is interested in other environmental issues and is trying to learn more about other issues. The Trash Sort was designed to put solid waste in the public view and show by volume what is in trash and what could be recycled and composted. Of the solid waste taken from five campus buildings in a single day, paper the largest component, and more than half of the waste was recyclable or reusable paper. Photo by John Baer

Recyclables: Terrible Things to Waste

The University of Maine, guided by the state's Solid Waste Legislation that is considered the most comprehensive and aggressive in the nation, is stepping up its waste reduction and recycling efforts.

For years, the University has been participating in a major waste reduction effort by composting with leaf mulching. Now, at the recommendation of a UM ad hoc Task Force on Waste Reduction and Recycling, more solid waste is being recycled on campus than ever before, waste reduction is being urged and the future of solid waste management on campus is being discussed.

"The time has come for the University of Maine waste reduction and recycling efforts to assume a new direction," said Frank Martin, acting solid waste management coordinator at the University of Maine. "The University must take the lead in utilizing its vast resources to establish a new waste ethic among its students, staff and faculty. Through education, the University community will realize that it makes environmental sense and economic sense to preserve the limited resources of planet Earth through source reduction of waste and through reuse and recycling of resources."

continued on page 3



First-year students Michael Vitacolonna of Thorndike, a legal technology major, and Sherrie Thomas of East Corinth, who is majoring in social and behavioral sciences, are presented Tin Can Scholarships of \$200 by Alan Parks, center, director of Upward Bound. Both students were formerly in Upward Bound, a year-round, federally funded program that helps high school students prepare for college and future careers. The Tin Can Scholarships are funded by cash from returnable bottles and cans collected by Upward Bound students and the Upward Bound Office, and by donations from the University community. Photo by Michael York

Chinese Reform

continued from page 1

policy that enabled Sun to come to the United States to study in 1982. He received a master's degree in economics from Ohio State University and a Ph.D. in management science and information systems from the University of Texas. Sun joined the University of Maine faculty in 1988.

Sun was invited to lecture in Fudan University and Jiao-Tong University in Shanghai in June. He would have had a chance to visit his hometown after being away for seven years had there not been the tragic crash. While he laments on the students, Sun said he nonetheless is optimistic about China's future. "The hard-liners of the communist party are now old and withering. China will have her own Gorbachev before long," Sun predicted, "even though the situations in China are not quite the same as those in the Eastern Bloc countries or Soviet Union."

"The ordinary masses are disillusioned with socialism," said Sun. "Most people believe in and long for a market economy and private ownership, as well as a democratic government with checks and balances of power. The future will be different."

Sun's research focus has expanded to include banking studies for methodology to evaluate performance of financial institutions such as banks and thrifts. Some of his most recent research, co-authored by A. Charnes and W.W. Cooper, both at the University of Texas, and funded in part by the National Science Foundation, has been accepted by professional journals including the *Journal of Econometrics*.

At the University of Maine, Sun teaches in the relatively new field of management information technology. "We are now in a time of information overflow," he said. "The question is how to make effective use of the data available to support management in making wise decisions in a competitive world. Thus a profession has emerged to fill the gap. Through management information technology - a combination of computer science, mathematics, and systems behavioral theories - data is analyzed, interpreted and organized to help management gain an edge over competitors."

Sun, in recognition of his significant academic achievements and social influence in the Chinese community, received a grant last August to visit Taiwan at the invitation of private industry. The visit was an attempt to promote Mainland Chinese scholars' understanding of the economic,

political and educational developments in the country. Prior to his visit, only five Mainland Chinese scholars had been to Taiwan since the communist take-over in 1949.

In Taiwan, Sun met with a number of top-ranking government officials, university presidents, scholars, industry leaders and the media. His visit included a tour of Hsinchu Science Industrial Park - Taiwan's Silicon Valley, and the Institute for Information Industry - the heart of the country's electronic and information management industries.

His visit gave him even further hope. "Taiwan could be a model to China," said Sun. "It's one of the fastest growing countries in the world. If the Chinese in Taiwan can do so well, why not the Chinese on the Mainland?"

The current problem of inflation in China is "just the tip of the iceberg," said Sun. "Working for government-owned enterprises gives people little incentive. People are not paid according to their job performance or productivity. China needs to shift gradually from the current system to private ownership. People also should be allowed to have political input."

"In addition, China has a serious shortage of professional personnel capable of performing economic developments and dealing with international affairs, including business transactions and other matters," he said. "There also is a shortage of faculty qualified to teach in these areas in the universities. Students are hoping to return home eventually to help their motherland."



Bruce Sun

Photo by Michael York

Nominations Being Accepted for Presidential Public Service Award

There are activities carried out daily by members of the University of Maine community that few people on campus see. The tasks are performed not for monetary reward but for the satisfaction of improving the lives of Maine citizens. The services reflect a culmination of major research, scholarly work and career achievements that are taken one step further and applied and shared for the common good.

Public service is an often unappreciated yet crucial element of the University of Maine mission. Like teaching and research, public service also has ripple effects that are felt by present and future generations. But it is also different, because public service is that extra step beyond teaching and research - the application of those University resources to the needs of its constituencies.

The Presidential Public Service Achievement Award established in 1982 in recognition of public service as one of the missions of the land-grant university and in keeping with the awards for excellence in teaching and research that had already been established. It was also affirmation that public service is an important outgrowth of research and scholarly activity, and contributes to the University's continually evolving relationship with its external constituents.

Public service, whether direct intervention to a special problem, or an ongoing commitment to a particular need, is one of the means by which the University contributes to the knowledge base and improves the lives of citizens in Maine. The impact of the public service may be local, regional, national or international in scope, a model for others or a pioneering effort. As a result, University of Maine faculty and professionals experience and expand the social relevance of their research and fields of study. It is the outreach that keeps the University of Maine in touch with Maine and its people.

Outstanding public service at the University of Maine is reflected in the accomplishments of the past eight recipients of the Presidential Public Service Award. There are many more.

1989 David Wihry for contributions to

The Presidential Public Service Award for a faculty or professional recognized for distinguished public service achievement is offered again this year. A \$1,500 award is given to the recipient. Nominations will be screened by a committee of faculty and professional staff who will recommend the three most outstanding persons to the President. In addition, at the recommendation of the Presidential Public Service Award Committee, the Vice President for Research and Public Service, Gregory Brown, has approved the expansion of the Award to include the possibility of up to six commendations for outstanding Public Service, in order to more fully recognize the variety of well-qualified faculty and professionals - nominated each year for the Award. The nominations must be submitted to Gregory Brown, 201C Alumni Hall, before 4:30 p.m. Feb. 9. Nomination forms and criteria for selection are available in 201C Alumni Hall, x1502. Renominations from previous years are encouraged. The recipient will be announced at the Honors Banquet in the spring. Please feel free to contact any member of the Committee for further information. The Committee members are: James Breece (Chairperson), Doug Allen, Guvenc Alpander, Rene Attean, Gordon Donaldson, Sue Estler, Brian Green, Paul Harris, George Hayes, Kathleen Lignell, Charles Morris, Steven Sader, Dave Sanderson and Robert White.

Maine citizens by his service on policy-making bodies in the health policy area

1988 Robert Bayer for active involvement in the lobster industry

1987 James Wilson for involvement in the issues, litigation and policy matters facing fisheries

1986 Vaughn Holyoke for contributions to agriculture

1985 Barbara Barton for contributions to the sheep industry

1984 Richard Campana for his work on Dutch elm disease

1983 Patricia Pierson for her longstanding contributions to University of Maine Cooperative Extension

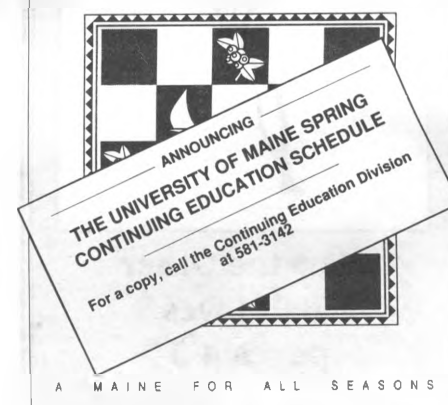
1982 Richard Hill for contributions in the area of energy use and conservation

Engineering Programs Re-Accredited

Eight established engineering programs in the College of Engineering and Technology have been re-accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. The programs are: Agricultural, Chemical, Civil, Electrical, Forest, Mechanical and Surveying Engineering, and Engineering Physics. The University of Maine College of Engineering and Technology offers a wider range of engineering programs than almost any other university in New England.

UNIVERSITY OF MAINE SPRING 90 CONTINUING EDUCATION CONFERENCES & INSTITUTES, SPECIAL PROGRAMS

Lifelong Learning, Career Development, Personal Enrichment



Maine Perspective

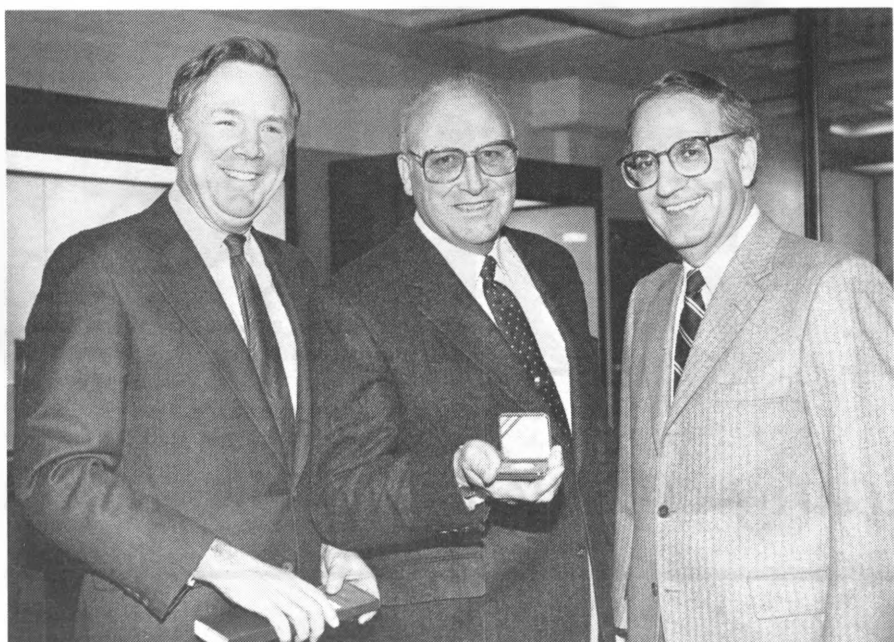
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A \$5 gold coin commemorating the bicentennial of the U.S. Congress, donated by the U.S. Treasury on behalf of Sen. George Mitchell, is now on permanent loan to the University of Maine. Taking part in the presentation ceremony on campus was, left to right, University of Maine System Chancellor Robert Woodbury, Hudson Museum Director Richard Emerick and Sen. Mitchell. The first U.S. Congressional coins, struck in front of the U.S. Capitol June 14, represent the first time official U.S. coins were struck outside a U.S. Mint facility since 1792. A Congressional coin was donated by the Mint to a non-profit organization designated by each member of Congress. The Congressional coins are the latest commemorative coin series to be offered to the public. Produced as a limited edition by law, the number of coins issued will not exceed 1 million \$5 gold coins, 3 million \$1 silver coins and 4 million half dollar coins. Prices of the coins include a surcharge: \$35 for gold, \$7 for silver and \$1 for the half dollar. Proceeds will benefit the Capitol Preservation Fund to restore the Statue of Freedom surmounting the Dome of the Capitol, and installation of Capitol Fountains, which were built as part of a beautification program under the Johnson Administration. *Photos by Jack Walas*

Phonathon Raises Largest Amount Ever

by Melissa Adams

More than \$61,000 was raised for the University of Maine when 180 student volunteers took part in a National Student Phonathon, coordinated by the University of Maine Alumni Association.

According to Wayne Lobley, assistant director of the annual Alumni Fund and coordinator of the 15-night National Student Phonathon, the money, the largest amount ever raised, will go to the "4 A's - academics, arts, alumni, athletics, and Alumni Association activities and services." Alumni had the option of designating their pledges for specific areas; those pledges not earmarked will be used to help immediate campus needs, as designated by an alumni board.

Sixteen University of Maine organizations, including fraternities, sororities, residence halls, and service groups, called UM alumni across the country to seek support for the University. The Phonathon, which has been taking place since 1981, is the primary fund raiser in which students volunteer their time. It is coordinated and sponsored by the Alumni Association in an effort to contact alums, inform them about what's happening at UM, update records and seek support for the University.

The students donated more than 700 volunteer hours, making 5,500 calls and obtaining 2,259 pledges. The largest single pledge was \$1,000.

During the Phonathon, student volunteers competed for special recognition.

The top caller in the phonathon, Wendy Kathryn Allen (\$2,450 in pledges) and the top pledger, Dana Boynton (24 pledges for \$1,620) were each presented \$25 checks for their efforts. Gannett Hall, the top caller group overall, (\$16,110) received a plaque and check for \$150. The runner up-top caller group was the University Singers, which raised \$11,670. Other organizations that participated in the phonathon were Circle K, Student Alumni Association, Kappa Sigma, Alpha Phi Omega, Delta Zeta, East Campus, Hancock Hall, Gannett Hall II, Alpha Omicron Pi, All Maine Women, Chi Omega, Gamma Sigma Sigma and Senior Skulls.

Collections Important to State's Lumbering History

The University of Maine has acquired two collections of business records significant to the history of lumbering in the state.

The Ames collection contains records of S.W. Pope & Co., 1856-1879, John K. Ames, 1879-1899, and Machias Lumber Co., 1899-1950. These enterprises include timberland holdings in townships at the headquarters of the Machias River, interests in a log-driving company on the Machias River, a sawmill and a company

Recycling continued from page 1

According to the Task Force: "The University of Maine should comply with the 1989 solid waste management law in an exemplary manner. It should provide solid waste management leadership and technical assistance throughout the University of Maine System and the State of Maine. It should develop a new waste ethic through education. The ad hoc Task Force on Waste Reduction and Recycling should be dissolved and a Solid Waste Management Advisory Committee be created to develop procedures and programs necessary to comply with state law. The University of Maine should commit financial resources to fully support solid waste program development and recommendation implementation."

The Task Force was established in February after Vice President for Administration Tom Aceto received a request from University of Maine junior Scott Hedges to develop a formal recycling program for the University, and "take the leadership in modifying the waste ethic."

Hedges, a wildlife management major, said the request to University administration "came from the realization that we live in a wasteful way that is painful to me. It becomes clear in the time I spend outdoors in the environment there is no waste in the forest and natural world. There, waste products are quickly returned to the system and the whole system is patterned around cyclical events ensuring a non-wasteful system."

"It's almost ironic that leaders in academic fields are not leaders in (remedying) the waste predicament," said Hedges, who organized CRI - Campus Recycling Initiative, a student group organized this fall to promote awareness of the waste problem on campus and other environmental issues. "It is a societal problem and steps need to be taken by leaders and management to realize it and do something about it. The Governor has taken a lot of leadership on the issue, and Maine is considered a leader in the waste management field with one of the most effective and ambitious laws. Why not have the University of Maine be a leader in integrated solid waste management?"

The Task Force was asked to: identify the amount and types of paper waste generated at the University, and any programs of waste reduction/recycling; recommend policies and practices that should be adopted to reduce waste by at least 25 percent by 1994, and recommend a process to develop ongoing, high-profile waste reduction education; develop and recommend a formal paper recycling program with the goal of at least 30 percent paper recycling by 1992.

From July 1, 1988-June 30, 1989, the University of Maine put 1,691 tons of refuse into the Penobscot Energy Recovery Co. (PERC) facility in Orrington. From that waste, it is estimated that 1,132 tons of paper and paper products could be extracted for recycling.

In a pilot project, four buildings on campus - Alumni, Winslow and Neville halls, and the Service Building - were chosen to initiate paper recycling in an effort to introduce the idea to employees

and identify any problems that could be resolved before beginning a larger recycling program. From June-November 1989, more than 29 tons of mixed paper was collected and sent to the Augusta-based Growth through Rehabilitation and Occupational Workshop (GROW) - a training center and sheltered employment agency for Augusta Mental Health Institute clients.

In October, 10 buildings on the Bangor Campus began waste paper recycling programs.

It is expensive to recycle paper on a campus-wide scale, according to George Criner, associate professor of agricultural and resource economics and Task Force member. Costs include purchase of receptacles for recyclable paper, labor for sorting the paper, and equipment for pick up and delivery of recyclable materials.

"Personally, I would not emphasize paper recycling first," said Criner. "Until we can encourage the use of old paper in the manufacture of new products, we will have a paper glut. If this glut continues, paper recycling will cost more and more money. I would have started the waste reduction/recycling effort with the collection and safe disposal of batteries and the composting of organic material. Currently, much of Maine's organic material that enters the wastestream becomes contaminated in the waste processing and then must be landfilled. Nationally, food waste is roughly 15 percent of our wastestream, and leaf and yard waste is 18 percent (by weight). I am afraid that with everyone jumping into paper recycling at once, we are setting ourselves up for some disappointment."

"With our current method of waste treatment in Maine, when we throw away flashlight batteries and other similar batteries, some of the heavy metals make their way into our environment. Some countries require stores that sell batteries to take old batteries as trade-ins," said Criner. "Plastics are better to go after too, like the detergent bottles made from petroleum. Incinerate the plastic and you destroy the petroleum resource."

"Brick packs," the juice boxes made of paper, foil and plastic, also are highly non-recyclable, Criner said. Under the state's solid waste legislation, such packaging will be banned in Maine in coming years.

Waste reduction is a key component of the state's solid waste legislation. The Task Force recommends the following policies/practices to reduce waste:

- * Purchase in bulk to reduce packaging.
- * Purchase biodegradable materials.
- * Discourage the purchase of non-recyclable and non-reusable goods.
- * Print and photocopy documents on both sides of the paper.
- * Print campus publications only in required quantities.
- * Reduce/eliminate "junk mail" produced by departments, organizations and clubs.
- * Purge mailing lists.
- * Create central bulletin boards within departments to disseminate non-confidential information.
- * Develop a campus-wide phone mail system.

1870s to 1940s. The Coe interests, based in Bangor, managed extensive undivided timberlands, in northern and eastern Maine. The collection consists of 30 linear feet of day books, journals, ledgers, letters, and real estate documents. They include timber-cutting records in northern Maine townships dating from the 1840s through the 1880s.

The collections can be found in Special Collections of Fogler Library.

Women's Studies

Providing a balanced view, a catalyst

"We are on the threshold of an intellectual revolution as profound as the Reformation."

Gerda Lerner, women's history scholar, University of Wisconsin

Last spring the new course was filled before the close of the second day of pre-registration. There was a waiting list of students when the course opened its doors this fall. Two more sections will be added this spring.

Long-awaited, anticipated and advocated by many, Women's Studies is one of the newest interdisciplinary concentrations at the University of Maine. In the first Women's Studies course, an introduction, students focus on the history, culture and perspectives of women. It is a re-examination of the world that traditionally has been interpreted by and about men.

It takes into account the other half of the human race.

"Women are more than 50 percent of the population," said Josephine Donovan, associate professor of English and Women's Studies scholar. "They have different life experiences than men - experiences ignored by the academic world and in the curriculum. In a balanced view of human life, one learns about women and their history and culture.

"Women and Women's Studies are devalued in society," said Donovan. "Yet Women's Studies is one of the most challenging fields intellectually. It is all new territory because women's history has been ignored. It is a matter of discovering. Now there's major research and reevaluation going on. It should be a basic part of everyone's education."

Through Women's Studies, women develop a sense of their own identity, self-confidence and self-belonging to a group that has a history and culture. Women's Studies, in its classic liberal arts approach, enriches all students' learning about their culture and history, said Donovan.

"Women's Studies is part of an effort to create a balance, to make sure that women's history, their lives and concerns are as present in what we study as men's," said Evelyn Newlyn, director of the University of Maine Women in the Curriculum Program and instructor for the first Women's Study course. "Any book or course about humans has to be about men and women.

"The bottom line for me is that the aim of Women's Studies and feminist studies is to make the world better for everyone," said Newlyn. "It's not a selfish thing intended only to get women a piece of the pie. Women's

Studies can be a catalyst for the University, a focal point and a source of energy for people to work from."

Women's Studies, being interdisciplinary, breaks arbitrary barriers between courses, according to Newlyn. "If we're studying motherhood, we can't just study the biology of reproduction. It is studied as it is depicted in art, biology and religion, and cross-culturally. What we are about is getting at the root. Change has to take place at the root for real change."

The course requires reading works by a spectrum of authors - from St. Augustine to Alice Walker, class discussions and writing - from journals and papers to examinations. It also requires a high level of intellectual effort, said Newlyn.

"Students have to get outside their particular disciplines and pull from a variety of areas," she said. "It requires openmindedness and willingness to rethink what has been traditionally thought, like learning about other religions. The students don't have to accept the ideas presented but they must know about them."

"It has to do with coming to understand one's own abilities and strengths, and seeing one's self as someone who has choices," said Newlyn.

As an area of academic inquiry, Women's Studies nationally arose in the late '60s and early '70s in response to the many questions about women and sex and gender roles raised by the women's movement. Feminist research and inquiry has touched every discipline. In many disciplines, fundamental changes in theoretical conceptions, hypotheses and methodologies have resulted from the new scholarship on women that has proliferated since the early '70s.

Women's Studies courses and programs have similarly grown. By 1972-73, nearly 1,500 courses were being taught nationwide. In 1972, the first academic journals in Women's Studies were established. That same year, the Ford Foundation allocated \$325,000 for research in Women's Studies and, in 1973, the Rockefeller Foundation granted \$140,000 for the further development of a master's program in women's history at Sarah Lawrence College.

By 1989, there were 40 Women's Studies research institutes across the country at major universities. There are now 540 programs throughout the United States; nearly all offer an undergraduate minor or concentration. 33 offer a Women's Studies major and many offer interdisciplinary programs.

Women's Studies at the University of Maine is preceded by a well-established program of curriculum integration. The Women in the Curriculum program at the University of Maine developed with the encouragement of

former President Paul Silverman; it began under the auspices of the Equal Employment Opportunity Office, then directed by JoAnn Fritsche. In its earliest stages, the WIC program was conceived as a 'mainstreaming' or 'integration' program, as differentiated from a Women's Studies program, for some important educational and institutional reasons.

It was necessary in the early years of the WIC program to discover and to develop the faculty and staff resources on the campus already working to integrate the new scholarship by and about women into their teaching and research. In addition, with a critically small number of such already-engaged faculty, members of the WIC advisory board agreed that the campus did not yet have the resources to develop a new and parallel program such as Women's Studies. Rather, the group made the decision to concentrate on developing a larger nucleus of University of Maine faculty committed to the transformation of courses, research, and curriculum until some time in the future when, with a substantial population of educated and committed faculty, the institution could better afford to create Women's Studies program.

Thus, since 1981, the University of Maine has succeeded in developing a campus-wide consciousness of Women's Studies issues and cross-disciplinary scholarship while increasing departmental resources through funding for individual faculty for course revision or research projects. As the critical number of faculty enlarged, the WIC Advisory Committee determined that it was possible to begin the process of developing a Women's Studies Program that would draw upon the new resources without detracting from strong discipline-based courses already focussed on the new scholarship by and about women.

Since October 1986, a subcommittee of the WIC Advisory Committee, initially called the Women's Studies Subcommittee, has been meeting to design the Women's Studies program that is appropriate to the University of Maine. As part of its process, the subcommittee has surveyed the University faculty to determine what the resources are for such a program; unsurprisingly, given the success of the integration project over the years, there are many courses already in place within departments and many interested and well-prepared faculty eager to participate in a Women's Studies program organic to the University of Maine.



studies

alyst, a focal point, a source of energy.

In addition to surveying faculty, the Women's Studies Committee held public meetings to gather information from members of the University and the community, and organized subcommittees to study specific areas of the program proposal. These subcommittees gathered information from a variety of sources, including universities with established Women's Studies programs, eminent Women's Studies scholars, feminist and Women's Studies publications, and professional conferences.

During this past year, the Women's Studies Committee moved from information-gathering to decision-making. Much of the committee's time was devoted to refining and clarifying the program's goals, establishing guidelines for the committee's operation and formulating a philosophy statement:

The University of Maine's Women's Studies Committee is committed to developing a Women's Studies program and to the integration of scholarship by and about women into the University curricula. In addition, we are committed to the aims of the National Women's Studies Association, which include "elimination of oppression and discrimination based on sex, race, age, class, religion and sexual orientation, as well as other barriers to human liberation inherent in the social structure." It is our view that Women's Studies courses must be taught from a feminist perspective, which recognizes that we live in a sexist society that must be changed. We are thus committed to the academic but also to the social, political and professional development of Women's Studies throughout the University.

Half of human history has been lived by women, but until recently scholars gave little systematic attention to female experience. Scholarship of the last two decades, however, has proven not only that the study of women enriches the lives of both female and male students, but also that an accurate understanding of human behavior, culture and society cannot be achieved if the experiences, lives and contributions of women are ignored. Yet our American education has done that. Reflecting the emphasis of American culture, our educational systems have concentrated primarily upon the achievements, interests, and perspectives of men, while women's contributions have often gone unnoticed, and their experiences disregarded or trivialized. Even where there have been active programs

for curriculum integration as at the University of Maine, the bulk of the curriculum continues to be oriented toward male experience.

A program in Women's Studies can help to rectify this situation by providing a comprehensive, coherent and carefully chosen course of study that enables students to achieve a more complete understanding of the roles, contributions and experiences of women. The structure provided by the four core courses in Women's Studies, and the guidance available to the student in the selection of approved electives, assure the student a focused and coherent experience.

Moreover, as an inherent interdisciplinary course of study, the Women's Studies program assists scholars and teachers from various disciplines at the University to bring their respective intellectual skills and insights into focus on the lives of women in ways that may be difficult to accomplish in their more narrowly restricted home departments. As a result of the Women's Studies program, students are able to integrate new understanding of women into traditional academic fields as they examine - in a clear and orderly way and from an interdisciplinary perspective - the position of women in culture and society.

The interdisciplinary concentration in Women's Studies also contributes significantly to the programs of students who plan careers in such fields as social work, medicine, government, journalism, education, communication, counseling, law, business or management. Even for those planning careers in areas with no direct focus on women, however, an awareness of the history, culture and experiences of women can help such students better understand our contemporary world, with its changing roles and patterns for women and men alike.

The program in Women's Studies is particularly appropriate at this time in the University's history, when the percentage of women on campus is increasing, when particular disciplines such as engineering and the sciences are trying to increase the enrollment of women students, and when the entire University is working to respond to the recommendations of the Task Force on the Status of Women. A program in Women's Studies, though its presence and the attitude which its presence betokens, assists the University in accomplishing these various goals.

For women students, Women's Studies

provides valuable evidence that the University values their presence and acknowledges the importance of female experiences and contributions. The interdisciplinary concentration in Women's Studies also will prove and display in a very significant way that the University, having expanded beyond its initial function, is now a comprehensive institution seeking to serve the diverse needs of Maine students. And, of course, it goes without saying that male students, as well as female students, will benefit from the opportunity the Women's Studies program will provide to expand their awareness, increase their knowledge, and develop their consciousness of women's lives and accomplishments.

In addition to making the University of Maine more attractive to women students, the program in Women's Studies helps make the University more attractive to potential women faculty as well. To have as a component of the University's curriculum a directed course of study on women, and to have this concentration as evidence of the University's commitment to an inclusive rather than exclusive curriculum, helps create a University atmosphere more congenial and hospitable for women students and faculty once they are in residence. A University climate which encourages the presence of women, and which demonstrates in its course offerings an appreciation of their value, can only add to the University's efforts to hire and retain women faculty.

A corollary and timely advantage to the University results from the Women's Studies program's emphasis on minority women. Every core course has, as an important element in its content, the study of minority women, of their lives, experiences, contributions, and concerns. This focus on minorities, which is both concentrated and sustained through the core courses, seems to be available nowhere else in the University. Women's Studies will, therefore, help fill this gap in our present University curricula, as it simultaneously helps to create an atmosphere at the University which should encourage the enrollment of minority women students and assist the University's efforts to hire and retain minority women faculty.

By Margaret Nagle



Environmental Literacy and the Origin of Macaroni

by Scott Hedges, Co-leader of CRI - Campus Recycling Initiative

Someone once did an experiment with some fruit flies in a bottle. In the beginning there were two mighty lonely flies in, what to them, must have seemed like an enormous bottle. These two were corked off and pretty much left alone in the bottle with a bigger chunk of food, let's say macaroni, than any two fruit flies could ever hope to finish. Scientists know that fruit flies in a bottle will reproduce, and these two flies were no exception, so pretty soon the bottle was full of fruit flies. A regular fruit fly fiesta.

What happens next is not pretty if you like fruit flies.

By sheer number the flies exerted outrageous demands on those elements in the bottle we call resources. On top of this, many of them enjoyed lavish lifestyles which they refused to give up. While the leaders were concerned about the budget, insisting that macaroni prices stay low so that all the fruit flies could eat, the macaroni tailings piled up in the bottle and were often found mixed in the fresh macaroni. Some fruit flies tried to keep the good macaroni from getting fouled by the tailings but most of the flies were busy building houses and polishing their wings so they could get to work faster despite the traffic. Luckily just as the last few edible macaroni bits were doled out to a highly unconcerned fly world, the night janitor knocked over the bottle and the fruit flies found new homes in less crowded laboratories.

Looking at our own globe, like a bottle set on a black slate lab counter, one might say, "Hmm, fruit flies." Right now I'm wondering where the clumsy night janitor is.

The fundamental difference between you, me and a fruit fly is you and I can't fly. We all lean on the same staff of life. The implications of this are humbling. Quieting. Only when we are quiet can we hear the message that the bottle is sending.

While the experts do not agree on the exact wording of this message or the magnitude of our transgression in dealing with the planet, most allow that there are some real problems ahead. Problems with air, like a tight feeling in the chest, problems with food like a stomach ache, mounds of garbage to dispose of. Problems that have sent our planet screaming to the doctor. The most important patient ever has entered the office and as decision-makers of the 21st century, we are charged with filling the prescription.

If this patient was human, it would sue us for malpractice.

The prescription can only be filled if we understand that we derive sustenance from the biotic and abiotic elements of the earth and are bound like hydrogen atoms and oxygen to our environment. We don't all

need to be scientists, concerned with the specific details; we just need to know what relationship we have with the environment. Many of us are no longer clear on just what that relationship is. We don't speak the same language as the environment. We are environmentally illiterate.

By necessity, our education is specialized toward a career. We fill a role and do a job which takes precedence in our lives but never, no matter how cleverly we package our food, will we stop needing to eat it. Never, no matter how fast our cars go, can we avoid stopping to relieve ourselves. These trivial realities connect us to our environment and will never go away no matter how unconcerned we remain or no matter how uneducated we are.

And where does macaroni come from? We eat pasta all the time. I have never met anyone who has never eaten pasta. With this in mind I asked 100 people leaving Wells Dining Commons what macaroni was made from. Only 40 percent identified wheat as the primary constituent of macaroni. We no longer see the plant or animal in our food and we have forgotten they exist.

Not only have we lost an understanding of where our food comes from, we have lost sight of where it goes. Only 6 percent of the same group leaving the dining area could say what the University does with its trash. Most thought that it went to a dump somewhere or maybe a landfill. Some thought the paper was recycled. Where is this dump, I wonder?

What other kinds of basic questions are we unable to answer? What happens when we flush? How does water get into the tap? And if we aren't sure of where our food and water come from, and we loose sight of our waste when it turns the elbow in the plumbing, then how can we say with any confidence that the two don't get crossed out there - somewhere. If we don't know about these things that are crucial to our existence, then how can we pretend to care?

Many who care about the environment spend time outside. If we enjoy nature on many different levels or earn our living directly from nature, it is important to us. Many, however only visit on occasion and often the visits are brief and unpleasant. We have to shovel snow or go out and cut the grass or rake leaves. We have to get from the car to the office in the rain. How many hours do we spend outside each week? The point is that despite our reluctance to venture outside, we must still depend on our environment to support us.

How can we gain understanding of how we relate to our environment through contact with it if we don't spend any time outside? If the environment is ignored in our education except by those who specialize in it, then we will not be fit to

make sound decisions about how we treat it in our day to day lives. We will not even know that we need to change.

Solutions to some of our environmental problems entail radical changes in our behavior. The waste crisis is a good example. At the University, well over half of the trash is paper and cardboard which are made of natural fibers that can be recycled. Plastics are reusable resins. Aluminum is a valuable metal. Organic wastes can be turned into soil, another valuable resource. Changing our perception of trash from something to be contended with to a resource to be utilized is the trick. Money is not standing in the way of a better trash solution; our reluctance to change is. Recycling our waste makes good environmental sense and good economic sense. The benefit of a professional high profile recycling program at the University would be much more than just diverting hundreds of tons from the waste stream a semester; it would make us think and act more responsibly about our waste. It would teach us a new skill which will be carried into the job market.

Today there is a need for people to understand the stress our sheer numbers

are placing on our environment. People should no longer graduate from a higher academic institution, especially a public, land grant institution, without a general, interdisciplinary understanding of current environmental issues any more than they can graduate and be effective in the workplace without a language. A course designed to expose students from all disciplines to our environment and the role they play in it could involve some experiential components, like working in a cafeteria, touring a waste treatment facility, attending a livestock auction, or hiking in a clearcut. A course designed to show people how our environment is related to them need not take place just in the classroom.

A course like this - we'll call it Environmental Literacy 101 - if not a mandatory part of an undergraduate degree could be a popular elective to fulfill humanities requirements. Priorities for education vary depending upon whom you talk to, but our illiteracy has undoubtedly been at the root of the growing problems with our environment, and everyone, accountant to zookeeper, takes some number of breaths every minute and eats macaroni.



In preparation for an upcoming exhibit of quilts, the Hudson Museum is looking for new and old quilts made by residents of the Greater Bangor Area. The quilt exhibit, Feb. 5-March 18 in the Museum, is planned in conjunction with the University's celebration of Women's History Month. If you would like to lend a quilt to the exhibit, call the Museum, 581-1901. Photo by Jack Walas

Cutler Health Center *continued from page 1*

Patients can either be admitted and held over, or referred and transported to a Bangor-area hospital.

Expanding the continuing services of routine X-rays, blood tests and cultures, the Cutler Health Center laboratory has purchased a microscope to provide in-house test for chlamydia, one of the fastest-growing venereal infections on college campuses. A \$3 fee - half of the fee last year - is charged for the testing.

The Women's Health Service is a growing practice with "complete treatment of women's needs as the highest priority," said Jackson. Plans are to staff the Women's Health Service with a nurse practitioner team. Contraceptive advice, annual checkups (including PAP smears and breast exams), pregnancy tests, VD treatment, lesbian health care and sex education for partners are just the early beginnings for this important program.

The Cutler pharmacy continues to be an important source of savings for students. Most medications cost 60 percent or more below market price. Prescriptions written to a student are filled; prescriptions of staff and faculty are not being filled at this time.

Physical therapy also is available daily, as well as other special care prescribed by a student's personal physician. This includes services such as frequent monitoring of laboratory studies, administering special medications and routine injections, all at little or no cost to the student.

In addition, the Health Center maintains a readiness to meet communicable disease problems on campus. Some of the elective public health services customarily offered include mass free vaccinations (i.e., for measles), flu shots (at minimal cost) and free health education.

The UM approach, at a time when other student health services are being cut back, is to provide "easily accessible and confidential services with as few barriers as possible," said Jackson.

Nutritionists at the University of Maine are studying a little-known phenomena - the eating habits of teenagers, in an effort to find behavior-changing skills that will help adolescents lower their risk of cardiovascular disease.

Researchers Adrienne White and Dorothy Klimis-Tavantzis, with the help of University of Maine graduate students, are collecting data at the beginning, middle and end of the nine-month study on 120 high school health students from East Corinth and Brewer. Students' height, weight, body fat percentage and cholesterol levels are being measured, and records are being kept on students' food intake on specific days.

The focus is on changing behavior rather than just nutritional information to help students lower their intake of cholesterol and saturated fat, said White. "Even if people know the facts about nutrition, they may not know how to incorporate that information into their daily diet. We are most interested in long-term dietary changes which can help these students live longer, healthier lives," she said.

The study will determine if the students change their nutritional knowledge, eating habits, perceptions of their eating habits and actual cardiovascular risk after working with the researchers throughout the school year. "Few studies have focused on adolescent nutrition so the scientific community really doesn't know much about teen blood lipid, or cholesterol, values such as what is high risk or average," said Klimis-Tavantzis. "We want to see if we can help the students change their dietary habits, and in the long run lower their blood cholesterol levels."

All events are free and open to the public unless otherwise specified. Any speaker not otherwise identified is a member of the University of Maine faculty, staff or student body. Send notices of upcoming campus events at least two weeks in advance to: *Maine Perspective Calendar, Public Affairs. Calendar of events listings MUST be typewritten following the formula:*
Title of Event, Date, Place, Admission, Phone Number for More Information.

SEND CALENDAR ITEMS BY JAN. 10 FOR ALL CAMPUS EVENTS OCCURRING After Jan 12
For more information, call x3745.

A REMINDER TO ALL DEPARTMENTS AND ORGANIZATIONS: PLEASE SEND YOUR SPRING 1990 EVENT SCHEDULES TO THE MAINE PERSPECTIVE AS SOON AS POSSIBLE.

LECTURES/ SEMINARS

"Skylights of December," Planetarium Show, 7 p.m., Dec. 16, 17, Wingate Hall. Admission. x1341.

MUSIC

Yuletide Celebration Concert, 3 p.m., Dec. 17, Hutvhins Concert Hall, Maine Center for the Arts. x3756.

EXHIBITS

"1989 Annual Faculty Exhibition," through Dec. 22, Carnegie Hall Galleries, University of Maine Museum of Art. Gallery Hours: 8 a.m.-4:30 p.m., Monday-Friday; 1-4 p.m., Saturday. x3255.

"One Year at Home in Orono, Maine," an exhibit of black and white photos by Evelyn Adriance Miles (Class of 1938), through Dec. 22, Oakes Room, Fogler Library. x1661.

Calendar

D E C E M B E R 1 6 - J A N U A R Y 1 2

"Trains," through Jan. 6, Hudson Museum, Maine Center for the Arts. Museum Hours: 9 a.m.-4 p.m., Tuesday-Friday; 9 a.m.-3 p.m., Saturday; 11 a.m.-3 p.m., Sunday. x1901.

"The Fascinating World of Steiff Animals," through Jan. 12, Hole in the Wall Gallery, Memorial Union. Gallery Hours: 9 a.m.-5 p.m., Monday through Friday. x1731.

"The Studies of Waldo Pierce," through Feb. 15, Graphics Gallery, Memorial Union. Gallery Hours: 7 a.m.-midnight. x3255.

"An Island in Time: Three Thousand Years of Cultural Exchange on Mount Desert Island," Dec. 5-April 15, Hudson Museum, Maine Center for the Arts. Museum Hours: 9 a.m.-4 p.m., Tuesday-Friday; 9 a.m.-3 p.m., Saturday; 11 a.m.-3 p.m., Sunday. x1901.

MISCELLANEOUS

ROTC Commissioning, Tri-Service, 8:30 a.m., Dec. 16, University Club, Memorial Union.

December Graduation, 10:30 a.m., Dec. 16, Memorial Gym.

"Knucklebones Open VII," Eastern Maine Chess Award Tournament, at-site registration, 8:30-9 a.m., with rounds beginning at 9:30 a.m., 2 p.m., and 7 p.m., Dec. 17, Damn Yankee, Memorial Union. Registration fee. 866-4353.

DINING

Bear's Den hours: 7 a.m.-10 p.m., Monday-Thursday; 7 a.m.-9 p.m., Friday; 11 a.m.-9 p.m., Saturday-Sunday. x4584.

Bear's Den Holiday Hours: Dec. 22, 7 a.m.-9 p.m. (Stewart and Bangor only serve dinner); Dec. 23, Closed (Stewart only serves breakfast); Dec. 24-25, Closed; Dec. 26-29, 7 a.m.-3 p.m.; Dec. 30-Jan. 1, Closed; Jan. 2-5, 7 a.m.-3 p.m.; Jan. 6-7, Closed; Jan. 8-12, 7 a.m.-3 p.m.; Jan. 13, Closed; Jan. 14, 11 a.m.-9 p.m., regular schedule (Wells and Common Place serve dinner until 6:30 p.m.).

Damn Yankee hours: 7:30 a.m.-2 p.m., Monday-Friday. x4584.

Vegetarian Soup Kitchen hours: 5:30-6:30 p.m., Monday-Thursday. x4706.

ATHLETIC EVENTS

Men's Basketball (Bud Light Lobster Shootout) with Texas A & M, Long Island and Dartmouth. 6 and 8 p.m., Dec. 16, 17. Admission. xBEAR.

Ice Hockey (Dexter Classic) with Minnesota, St. Lawrence and Bowling Green, 7 and 9 p.m., Dec. 29, 30. Admission. xBEAR.

Men's Basketball with Robert Morris. 2 p.m., Dec. 30. Admission. xBEAR.

Women's Basketball with Colgate. 7 p.m., Jan. 4. Admission. xBEAR.

Men's Basketball with Colgate. 9 p.m., Jan. 4. Admission. xBEAR.

Men's Basketball with Vermont. 7:30 p.m., Jan. 10. Admission. xBEAR.

RELIGION

Newman Center Hours: Every Sunday, 9:30 a.m., Newman Center; 11:15 a.m., 101 Neville Hall; 6:15 p.m., Newman Center.

Moslem Prayer: Noon, Friday, Drummond Chapel, Memorial Union.

Episcopal Eucharist: 4 p.m., Sunday, Drummond Chapel, Memorial Union.

Protestant Worship: 4 p.m., Thursday, Drummond Chapel, Memorial Union.

Visit the Hudson Museum's Holiday Exhibit *Trains: Of and For All Ages* and do your Christmas Shopping at the

Hudson Museum Shop
Maine Center for the Arts
University of Maine, Orono • 581-1903

10-30% Off!

in-stock merchandise through Dec. 22nd

- Southwestern Jewelry
- Original Prints
- Eskimo soapstone carvings
- Handmade baskets
- Books
- and much more!

Drawing for \$50 Gift Certificate December 22nd

Shop Hours: Tuesday - Saturday, 10:00-3:00 and prior to most Hutchins Concert Hall events. Mastercard and Visa welcome.

All proceeds benefit the Museum's Education Programs

(The Hudson Museum and Hudson Shop will be closed for the Holidays from December 23rd until January 2nd)



Deadham School third graders Abby Weissman and Brett Savage take a close look at some of the model trains on exhibit in "Trains Of and For All Ages," now on display in the Hudson Museum. The exhibit includes a large collection of trains belonging to members of the Eastern Maine Model Railroad Club. Train memorabilia such as timetables, equipment, plates and silverware, and photographs are on loan from the Bangor and Aroostook Railroad. The exhibit is coordinated by William Soule Jr., associate professor of mathematics. Hudson Museum hours are 9 a.m.-4 p.m. Tuesday-Friday, 9 a.m.-4 p.m. Saturday, and 11 a.m.-3 p.m. Sunday. The museum will be closed Dec. 25-Jan. 2. *Photo by Michael York*

Pacesetter Scholarships Awarded

Seven University of Maine first-year students are recipients of Pacesetter Program scholarships awarded by the Civil Engineering Association on behalf of the Department of Civil Engineering.

The students receiving the new scholarships graduated in the upper 15 percent of their high school classes and were leaders and participants in extracurricular activities.

Recipients are: Tamay Alpander, Hampden; Dawn Carter, Ellsworth; Lisa Downs, Lee; Kelsie Fahey, Lewiston; James Kachmar, Scarborough; Melissa McCallum, Portland; and Debra Sweetser, Auburn.

The Civil Engineering Association raised \$19,525 the first year to launch the program. It is hoped that individual and corporate gifts during the next few years will enable the program to be self-sustaining.

The program eventually will offer four \$4,000 and four \$1,000 merit-based scholarships. The major scholarships are awarded at \$1,000 a semester during the first four semesters; the consolidation scholarships are awarded at the end of the first semester.

Alpander, Downs and McCallum received \$4,000 scholarships; Carter, Fahey, Kachmar and Sweetser received \$1,000 scholarships.

All scholarship winners must maintain a 2.8 grade point average.



The Michael B. and Georgia D. Latti Fitness Center has been dedicated in honor of two University of Maine alums from the Classes of 1956 and 1957 respectively. The Boston couple donated a \$100,000 naming gift to the 6,000-square-foot facility near the Wallace Pool in Memorial Gym.

Photo by Michael York

UM Students Help Develop Park in Howland

American Legion Post 97 of Howland has a memorial park thanks to the labor of seven University of Maine students and generosity of two construction companies.

According to Kevin McCosh of Wiscasset, president of the UM student chapter of Associated General Contractors, chapter members undertook the public service project when one of its former members told them the Post wanted to develop a small memorial park but did not have the wherewithal to do it.

The students organized their labor force and enlisted the aid of two construction companies - Brexia Construction Inc. of Caribou and M.D. Hardy Inc. of Hampden. The Brexia firm, which is doing sewer construction in Howland, donated 50 yards of loam and the hay to spread over the lot after grading and seeding by the students. The Hardy company donated a pickup truck and roller for the final landscaping. Grass seed was provided by the Legion.

When all was organized, the students, who are majoring in civil engineering or civil engineering technology, spread the loam, and seeded and rolled the plot. As a final touch they assembled two concrete and wooded benches.

McCosh said that the benches were especially gratifying, since the concrete bases had been designed and cast by former students as a class assignment.

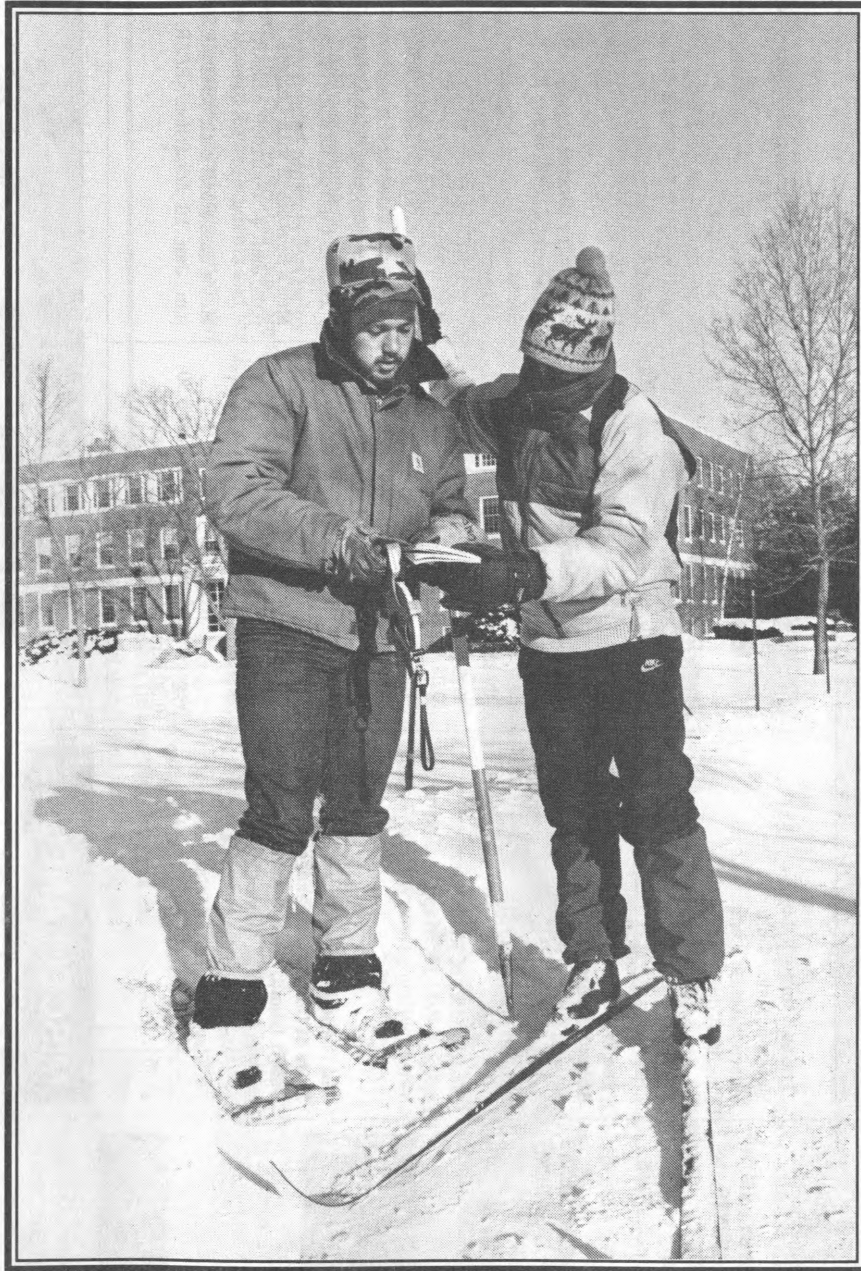
Others participating in the project were David Coleman, Augusta; Andrew Grant, Leeds; Joseph Golden, Concord, Calif.; Todd Hardy, Bangor; John Perry, Millinocket; and Patrick J. Westhoven, Neptune, N.J.

George Greenwood, professor of civil engineering, is the group's faculty advisor.

Maine Perspective

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SURVEYING ENGINEERING 111

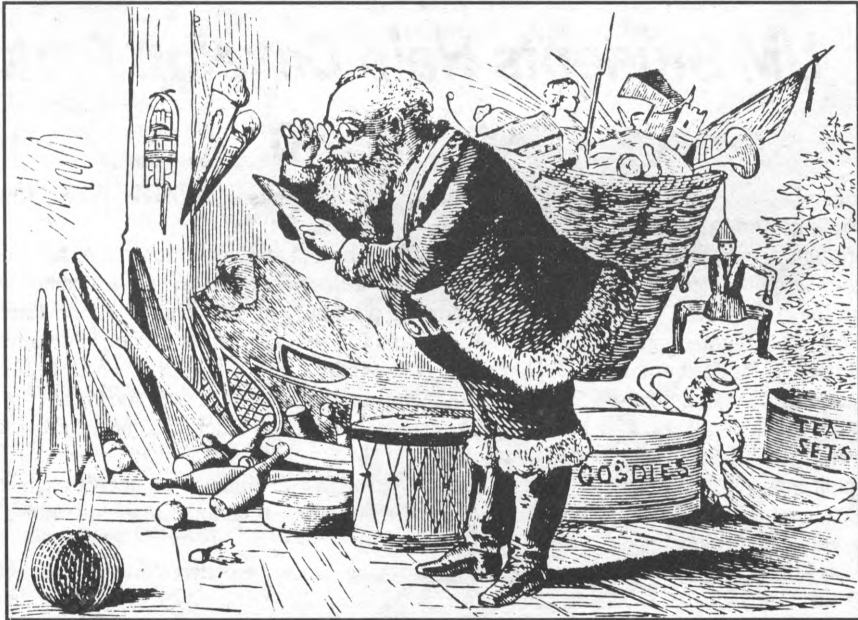
Photo by Jack Walas



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WHAT'S AHEAD

DECEMBER 22 – JANUARY 14



Semester Break

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